

**HANDOUT B**  
**PERFORMANCE MEASURES OVERVIEW**  
**OLDER & YOUNGER YOUTH QUIZ**

**DIRECTIONS**

Read the scenarios. Discuss with your partner or group the questions posed at the end of each scenario. Have at least one person take notes; you may volunteer or be asked to report out on your answers.

**PART I: OLDER YOUTH**

1. Adam is 20 years old. He entered your program last year without a job. While he was enrolled in your program, he earned his license as a CNA. He obtained a job in a long-term care facility. He was exited on January 5<sup>th</sup> shortly after he began working as a CNA. In early March he lost his job at the long-term care facility. It is currently July, and he is still unemployed. *What are the implications for each of the performance measures?*

Entered Employment \_\_\_\_\_

Employment Retention \_\_\_\_\_

Earnings Change \_\_\_\_\_

Credential & Employment \_\_\_\_\_

2. Tanya was 19 when she entered your program. She was employed when she enrolled. You provided Tanya with GED training. After she receives her GED, in June, she decides to leave the program. She plans to take the summer off and travel before beginning classes for her Associate's Degree in October. *If you exit Tanya immediately (in June), how will this affect performance on the Credential measure?*
3. Horace is a 19-year-old who registers in WIA. He was working full-time, for a year before he registered for WIA, but is not working at registration. He completes his high school diploma during program participation and exits after enrolling in community college. He picks up a part time job to help pay the bills while he is in school. *How will Horace do on the Entered Employment measure? What about Earnings Change (what can you propose even without knowing how much money he was making at either job)?*

<b>PART II: YOUNGER YOUTH</b>
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1. Kendra enrolls in WIA youth services at age 16. She is a drop-out who doesn't want to go back to high school, but will consider pursuing her GED at the learning center. She tests at a seventh grade level in reading and math. *What types of skill goal(s) will you set for her? If two goals are set right away, and 12 months pass and she has attained one, and one is pending, what does this mean for performance outcomes?*
2. Tamika exits from WIA at age 17, in March. She is enrolled in high school, and in June she graduates and gets her diploma. *What does this mean for the Diploma/Equivalent attainment measure?*
3. Javier exits WIA in September after he finishes his GED. He gets a job and works steadily until March 15, when he decides to enroll in a carpentry apprenticeship. However, after three weeks, on April 4, after a particularly hard day in which he smashed his thumb with a hammer, and his toe with a two-by-four, he walks off the site and declares he'll never go back. *What are the implications for the Retention measure?*